

Student Learning Outcomes

Journalism-2009

Five College Learning Outcomes:

- 1. Written, Oral and Visual Communication:** *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*
- 2. Scientific and Quantitative Reasoning:** *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*
- 3. Critical Thinking:** *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*
- 4. Problem Solving:** *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*
- 5. Information Literacy:** *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

I. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

There is no degree in Journalism per se, but students may take an AA in Communications with an option in Mass Comm.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

- 1) Write and photographically illustrate news and feature stories for print, broadcast and Internet transmission.
- 2) Interpret financial and budget data of public agencies and corporations in order to answer questions, in reportage, regarding the operation of those entities.
- 3) Learn how to gather and interpret information in a way that reflects the comparative reliability of various sources, the agendas of information providers, and the way different sources are connected or at odds and how that affects the quality of their information. Also, analyse advertisements and commercials, and to identify specific visual and rhetorical devices employed to influence their audience.
- 4) Determine ways to overcome barriers to journalistic research, including the development of alternative sources, the legal tools available to force disclosure of information, and knowledge of public records and how to obtain and analyse them.
- 5) Students can describe the basic history of technology of each type of mass media, and how its current content has been shaped by that history and technology. They can explain the content, also, in terms of the medium's economic profile. They can deconstruct advertising, and identify specific components of a feature film (plot points, mise en scene, three-act structure, etc.) They can demonstrate the basic skills involved in print, broadcast and Web journalism, constructing an advertising and/or public relations campaign, publishing a book or magazine, operating a commercial radio station and conducting a survey measuring public attitudes toward media.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

By writing stories in both the news writing and newspaper production courses, and taking photographs in the newspaper production courses.

ii. Scientific and Quantitative Reasoning

By demonstrating these skills during in-class exercises, and by deconstructing both print and television advertisements for a mid-term research project.

iii. Critical Thinking

By researching and writing stories for both the news writing and newspaper production classes. Also, by deconstructing print and TV ads.

iv. Problem Solving

By researching articles for the news writing and newspaper production classes.

v. Information Literacy

By writing analytical essays regarding each medium, by deconstructing a film as a class project (and also in extra credit papers) and by conducting group research projects into the operations of each medium and presenting their experiences and findings to the entire class.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ii. Scientific and Quantitative Reasoning

iii. Critical Thinking

iv. Problem Solving

v. Information Literacy

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

They are either included or undergoing current revision. .

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

100 percent

3. Assessment:

i. How often do you assess these SLOs?

Every 5 years.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

No.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

NA

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

NA